

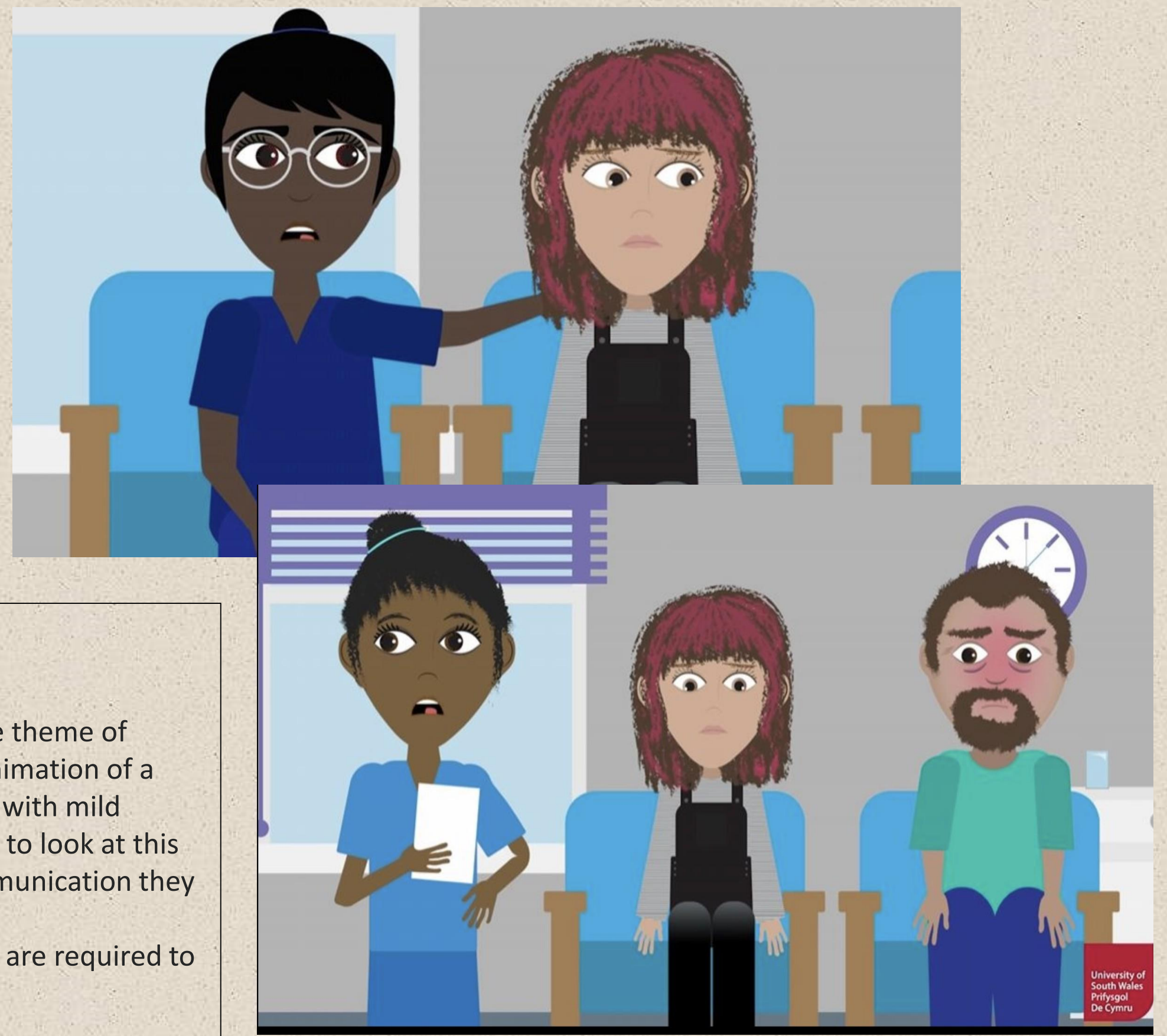
A novel Approach to Developing Inter professional Simulation using Hydra.

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Background

Interprofessional education occurs when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes (WHO 2010). Starting in October 2022 the suite of health related courses at USW expanded to include operating department practitioners, and physiotherapists and occupational therapists on part time degrees. With this in mind an immersive simulation was developed within our state of the art hydra simulation facility.

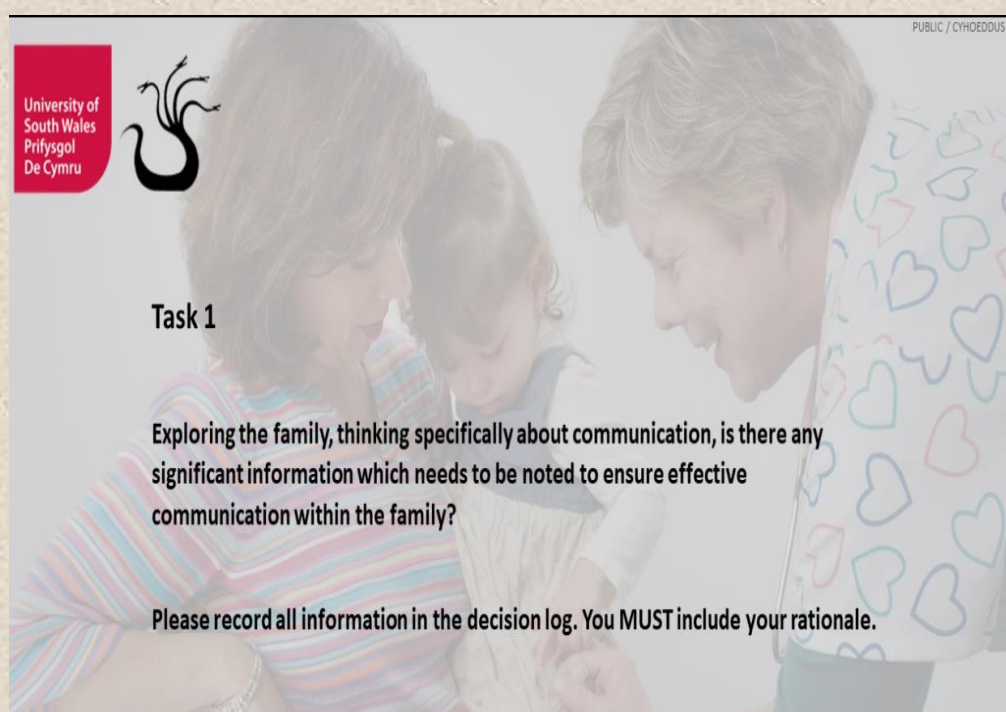
The Hydra Simulation Centre, provides a unique learning and teaching environment within higher education and is used to conduct immersive, simulated scenarios for a variety of students. Hydra is a training tool that enables the monitoring of group dynamics, real-time leadership and naturalistic decision making. Hydra methodology has long been embedded in the training of police and emergency service personnel for critical incident decision making, and its simulations have been conducted at USW for almost a decade. Hydra is now a core feature of many undergraduate and postgraduate courses.



Methods

The simulation developed for level 4 (year 1) of our Health related courses revolves around the theme of communication. Students work in small Multi professional groups and are presented with an animation of a complex family scenario. This involves a working Mother, stay at home Dad, an elderly relative with mild confusion and a child with ADHD. Participants are presented with a number of tasks and asked to look at this family and note how effective communication can be achieved along with any barriers to communication they identify.

As part of the hydra simulation animations and audio clips are played to the students and they are required to maintain a decision log and rationalise their responses to the tasks presented.



• Task

Students are set tasks based on a given scenario.

• Rational

Students are required to provide rational for any decisions made. This may include Government or UHB policy, NICE guidelines or the NMC Code (2018).

• Debrief

This provides an opportunity to share knowledge and insights gained during each task, It also ensure all participants can benefit from the experience of others. It can also strengthen team cohesion by encouraging collaboration between allied health professionals and fields of Nursing and Midwifery.

Rational	Decision
<p>Task 1 -Molly has taught herself Makaton and it would benefit the family because they can communicate and understand each other more effectively. The family needs to be supported to communicate better with each other to help with low mood, depression and pressure.</p>	<p>Task 1 -Family to be supported to learn Makaton. Generally, the family needs to be supported to communicate. Phone adjustment for Florence and also referral to gp for possibly hearing aid.</p>

Results

The exercise demonstrated significant improvements in several areas:

- **Enhanced Communication:** Participants reported improved inter-professional communication, facilitated by the realistic, time-pressured environment created by Hydra Minerva.
- **Decision-Making Skills:** The simulation's real-time feedback and evolving scenarios helped participants hone their decision-making skills and adapt to changing circumstances.
- **Realism and Engagement:** High levels of participant engagement were noted, with many highlighting the realism of the simulation as a key factor in the effectiveness of the training.

Conclusion

Hydra Minerva proved to be a valuable tool for delivering an IPE exercise, offering a realistic and immersive training experience that enhanced key aspects of interprofessional collaborative working. It facilitated realistic and immersive learning experiences by allowing multiple users to interact within a simulated environment, promoting collaboration and teamwork among different healthcare disciplines.